

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) ☐ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal: Mr. John W. Dizney

Official School Name: Speedway Junior High School

School Mailing Address: 5151 West 14th Street

Speedway, Indiana 46224-6410

County: Marion

State School Code Number: 5889

Telephone: (317) 244-3359

Fax: (317) 486-4845

Website/URL: <http://www.speedway.k12.in.us>

E-mail: jdizney@speedway.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent: Mr. N. Andrew Wagner

District Name: School Town of Speedway

Tel. (317) 244-0236

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson: Mr. William H. Scott

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

4	Elementary schools
0	Middle schools
1	Junior high schools
1	High schools
0	Other
6	TOTAL

2. District Per Pupil Expenditure: \$8,600 (2004-2005)
 Average State Per Pupil Expenditure: \$9,600 (2004-2005)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[]	Urban or large central city
[X]	Suburban school with characteristics typical of an urban area
[]	Suburban
[]	Small city or town in a rural area
[]	Rural

4. 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7	84	75	159
K					8	67	78	145
1					9			
2					10			
3					11			
4					12			
5					Other			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					304

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>66</u> % White |
| <u>25</u> % Black or African American |
| <u>8</u> % Hispanic or Latino |
| <u>0</u> % Asian/Pacific Islander |
| <u>1</u> % American Indian/Alaskan Native |
| 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 29%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 (04-05) until the end of the year.	41
(2)	Number of students who transferred <i>from</i> the school after October 1 (04-05) until the end of the year.	43
(3)	Total of all transferred students [sum of rows (1) and (2)]	84
(4)	Total number of students in the school as of October 1 (04-05)	285
(5)	Total transferred students in row (3) divided by total students in row (4)	.2947
(6)	Amount in row (5) multiplied by 100	29.47

8. Limited English Proficient students in the school: 9%
27 Total Number Limited English Proficient
 Number of languages represented: 6
 Specify languages: French, Haitian Creole, Spanish, Macedonian, Shona, Maay

9. Students eligible for free/reduced-priced meals: 41%

Total number students who qualify: 122

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{11\%}{33}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 3 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 21 </u> Specific Learning Disability
<u> 3 </u> Emotional Disturbance	<u> 1 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 4 </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	2	0
Classroom teachers	13	4
Special resource teachers/specialists	3	0
Paraprofessionals	2	0
Support staff	12	0
Total number	32	4

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 19.1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	96%	96%	97 %	97%
Daily teacher attendance	95%	96%	95%	95%	97%
Teacher turnover rate	17%	11%	17%	28%	11%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)					

PART III - SUMMARY

Speedway Junior High School is located on the west side of Indianapolis in the Town of Speedway. The building that currently houses Speedway Junior High School and Fisher Elementary students was erected in 1948 and at that time served as the town's high school. There have been several renovations done to this facility but the original building is still used to this day. Speedway Junior High School serves 304 students in grades seven and eight. The staff includes: 13 full time certified teachers, 1 licensed special education teacher, 4 related arts teachers that are shared half the day with Speedway High School, 1 media specialist, 1 counselor/athletic director, 2 teaching assistants, an assistant principal, and a principal. The student body at Speedway Junior High School has rapidly changed and is becoming more diverse. Today the ethnicity of the students at Speedway Junior High School consists of 66% White, 20% Black, 8% Hispanic, 5% Multiracial, and 1% Native American. The social economic status of Speedway Junior High School has also shown recent change. To date, 41% of our families qualify for the free/reduced lunch program and textbook assistance as compared to 15% qualifying in the 1996-97 school year.

The Educational Program at Speedway Junior High School places emphasis on the core subject areas, especially Language Arts and Mathematics. This is accomplished within a Trimester format that allows our students to receive the equivalence of three years worth of instruction in Math and Language Arts in just two years. Students at Speedway Junior High School attend seven, 53-minute periods of instruction, each day. During a student's two years at the junior high they receive daily instruction in Social Studies, Science, Language Arts, and Mathematics. An additional period each day is also devoted to Language Arts and Mathematics. Students also receive instruction in Physical Education/Health and have a choice of experiencing one of our five offerings in the Related Arts area. The Related Arts classes offered at Speedway Junior High School includes: Art, Keyboarding, Technology Education, Family and Consumer Science, and Instrumental or Vocal Music.

The mission statement of Speedway Junior High School helps to keep our community of learners and staff focused on educational decisions. ***The mission of Speedway Junior High School is to instill in individuals the skills needed to master state proficiencies and to develop attitudes as productive, life-long learners in an ever-changing, diverse, and technical society. Our "Community of Learners" will cultivate an environment that will stimulate, nurture, and enrich developmentally appropriate learning experiences.*** Our curriculum and school environment challenges and encourages all students to reach their potential.

Because teachers believe in the mission statement and look for ways to implement the best practices of education, students attain levels of success in the classroom and on standardized tests that lead the state. On the most recent Indiana Statewide Testing for Educational Progress Plus (ISTEP+), Speedway eighth grade students ranked first in Marion County, Indiana. Speedway Junior High School has been named a Four Star School three times. This rating is based on ISTEP+ performance in mathematics, language arts, language arts and mathematics results combined, and student attendance rate. Speedway Junior High School's presence in the top quartile in each of these categories generally places the school in the top ten percent of schools in the state.

Through the collaboration of students, teachers, administrators, parents, and community, Speedway Junior High School has become a school that provides an excellent opportunity for all students to excel. The commitment of all the groups involved will allow Speedway Junior High School to produce continuous educational opportunities and excellence for many years to come.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Description of School's Assessment Results (Language Arts and Mathematics): Speedway Junior High School uses multiple assessments to determine student performance in both language arts and math. One of these assessment tools is the Indiana Statewide Testing for Educational Progress Plus (ISTEP+). This assessment is a criterion-referenced examination that is used to measure student achievement on Indiana State Standards. ISTEP+ is administered to all students in Indiana public schools in grades three through ten each September. Language arts and math results on this test are reported by the state to the schools as a percentage of students scoring at the Pass Plus, Pass, and Did Not Pass levels. A score of Pass indicates that a student has shown grade level proficiency in math, language arts, or both. A Pass Plus score demonstrates that a student performance exceeds proficiency on Indiana Academic Standards. Until the fall of 2003, only students in grades 3, 6, 8, and 10 were tested with this assessment tool. Beginning with the 2003-2004 school year, grades 4, 5, 7 and 9 were also tested using the ISTEP+ assessment. In addition, the Pass Plus achievement category was not part of the scoring component until the 2002-2003 school year.

Students at Speedway Junior High School have performed well, compared to their peers, on the ISTEP+ test for the past five years. But our most significant gains came in the 2004-05 school year. During this year we had an increase in percentage of students passing the language arts portion of the test rise from 66% to 81% at the eighth grade level and from 65% to 88% passing at the seventh grade level on the language arts test. On the math test we again made increases in percentage of students passing. The eighth grade increased from 83% to 85% passing on the math test while the seventh grade increased from 78% to 81% passing in math. It is also important to note that these percentages of students passing are at least 14 percentage points above the state average in both language arts and math at the eighth grade level.

No Child Left Behind requires the school to not only look at the total number of students passing ISTEP+ but also the individual breakout groups such as Socioeconomic Status, Special Education, Race, and Gender. The ISTEP+ results for both seventh and eighth grade students at Speedway Junior High School indicate that an achievement gap exists in each of these breakout categories. At first glance, the disparity in achievement does appear to be closing over a five-year trend, but at a slow rate. A closer look at Speedway Junior High School over the past five years shows a change in demographics. Areas with the most significant change are the number of students that qualify for free or reduced lunches, the number of students with learning disabilities, and the number of students that lists their race as something other than white or Caucasian. Speedway Junior High School has also seen a large increase in their mobility rate over the past five years. Although we are experiencing these changes in our schools and community, we view this as a challenge and an opportunity to make a positive impact on a more diverse population. As we continue to analyze our data, administration and teachers will focus their efforts on continuing to close the achievement gap.

Indiana's Department of Education website has specific information on Speedway Junior High School's ISTEP+ results. The website address is: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=5889>

2. Using Assessment Results: The State of Indiana's school accountability and improvement program, Public Law 221, requires each school to annually review its academic progress and to identify areas of improvement. When examining student assessment data, discussions among school staff and School Improvement Committee Members determined that Speedway Junior High School had areas of strength and also areas needing improvement. The areas in need of improvement, according to the assessment data, were reading comprehension and writing skills. In accordance with this law, Speedway Junior High School adopted goals targeting student improvement in the areas of reading comprehension and writing applications. Staff development programs were then developed to teach or reinforce professional skills needed to enhance students' performance in these goal areas.

Speedway Junior High School uses the results of ISTEP+, Northwest Evaluation Association (NWEA) assessment, classroom grades, STAR reading assessment, and an Applied Writing Skills Evaluation to measure a student's academic progress. Committees of teachers, parents, and school administration gather the results of these assessments and use the data to make adjustments in programs, individual student schedules, and teaching strategies. If a student is not making adequate academic progress, his or her results are examined to determine what type of support or remediation is necessary. These assessments may also be used in determining if a student is in need of General Education Interventions or if the student is in need of Special Education support.

3. Communicating Assessment Results: Assessment results are regularly communicated to students, parents and the community from Speedway Junior High School in a variety of ways. In the classroom, a policy was established that requires teachers to provide each student with assignment grade sheets. These grade sheets are placed in the front of individual student folders for students to log their classroom grades in each subject area. In addition, every teacher in the building has a laminated poster that displays graded assessments and point values assigned to each assessment. Students have found this to be an excellent method of keeping track of their grades in individual classes. Formal Report Cards are mailed home at the end of each six-week grading period. Mid-term reports are either given to students every three weeks or mailed home if a student has a grade average of 74% or less. In addition, individual ceremonies recognizing student's achievements in the areas of academics, attendance, athletics, and citizenship occur each year.

Teachers and administrators frequently communicate with parents by way of postal mail, telephone, and e-mail. In addition, parent/teacher conferences are scheduled and occur on a regular basis to discuss student's academic progress. Technology also helps facilitate communication to parents at Speedway Junior High School. Parents utilize Parent Connect via the Internet to monitor their child's progress in each class throughout the grading period. Through the Internet, parents can also access a software program called Datamine that enables them to view attendance, discipline, demographic, and academic data of their child.

In addition, school-wide results of the ISTEP+, Honor Roll, and other academic achievements are reported to the local media. Multiple articles appear on a weekly basis in the local newspaper recognizing student performance and success. Speedway Junior High communicates information on the Speedway Public School Website (www.speedwayschools.com).

4. Sharing Success: The Speedway Junior High School staff has shared their successes and strategies in many different ways with a variety of different audiences. The secondary principals in the School Town of Speedway are members of the Marion County Secondary Principals Association. This association has a large membership consisting of all principals of secondary schools in Marion County. The group meets on a monthly basis, which provides an excellent opportunity to share successes and strategies with other middle school and high school administrators. Speedway principals are active participants in this association and attend these meetings regularly, participating in this exchanging of ideas and data from student assessment results. As a result of this sharing, Speedway Junior High School has become a model site for other Indiana schools to visit. Most recently, requests for site visits have come from Connersville Middle School and New Palestine Middle School.

Within our own school community, the Speedway Administrative Team, which is composed of all principals and superintendents, meets twice a month. A major portion of these meetings is discussing data from various assessments and sharing strategies for improvement. One agenda item for each meeting is a "Spotlight Feature" in which each principal has an opportunity to share a best practice strategy that has worked for him/her in raising student achievement. In this way successes and ideas are continuously

exchanged and dialogue remains ongoing and open.

Speedway Junior High School's web page has an abundance of information on standards, curriculum, and student progress. Links are also provided to the Indiana Department of Education's web site, which contains extensive data on test results, demographics, and many other important school-related items. After reviewing this data, it is not uncommon for schools to email Speedway Junior High School's staff and inquire about programs that are in place and strategies that have been used to obtain the percentages of students passing ISTEP+ that our students have been able to achieve over the past five years.

PART V – CURRICULUM AND INSTRUCTION

1. Speedway Junior High School Curriculum Summary: The curriculum at Speedway Junior High School is designed to meet the academic standards set by the Indiana Department of Education and to ensure that all students achieve at high levels, not just in their core classes, but in all areas of the curriculum. The following provides specific examples that demonstrate commitment to these standards:

Social Studies: The five areas of study in our Social Studies curriculum are: History, Civics and Government, Geography, Economics, and Individuals, Society and Culture. At the seventh grade level the curriculum focus is on the study of Africa, Asia, and the Southwest Pacific. The eighth grade curriculum places emphasis on studying the history of the United States. Students are assessed through exploratory projects, general classroom tasks and tests, and service-learning projects. Mapping skills, cause and effect relationships, and historical perspectives are emphasized. In addition, students utilize skills for critical thinking, inquiry, and participation in a democratic society throughout the school year.

Science: The areas of study in our science curriculum are: The Nature of Science and Technology, Scientific Thinking, Physical Environment, Living Environment, Mathematical World, Historical Perspectives, and Common Themes. At the seventh grade level the curricular focus is on Life Sciences and at the eighth grade level the emphasis is on Physical Sciences. Scientific investigation occurs through a number of different means including inquiry, fieldwork, lab work, general observation and experimentation. These various approaches to understanding and comprehending science are assessed within and out of the classroom through the tools of scientific writing, daily journals, lab reports, special project constructs, dissection, and diversified testing.

Foreign Language: All eighth grade students at Speedway Junior High School are enrolled in either Spanish I or Exploratory Spanish. After taking Spanish I, students may go on to Spanish II at the high school level. Both classes, Spanish I and Exploratory Spanish, emphasize the five goals of Communication, Cultures, Connections, Comparisons, and Communities as noted in the Indiana Academic Standards for Foreign Language. To cover these standards, students engage in group activities, videos, audiotapes, and speaking Spanish in real life settings. Students are assessed in a variety of ways, including tests, quizzes, and group projects that measure their abilities in speaking, writing, listening and reading Spanish.

Family and Consumer Science: In FCS, students learn critical thinking skills, problem-solving, interpersonal communication skills, effective listening, and conflict resolution. Cooperative learning activities, hands-on projects and games, food and sewing labs, cross-curriculum activities, worksheets, and tests assess student achievement. Math, science, social studies, and technology are integrated in our program on a weekly basis.

Performing Arts: All students have the option of participating in either vocal or instrumental

music. Two-thirds of the students choose to participate in music classes. In these classes students are improvising melodies and accompaniments, composing and arranging music within specified guidelines, listening to, analyzing, and describing music, understanding relationships between music, the other arts, and disciplines outside of the arts, and understanding music in relation to history and culture.

Special Education: To the maximum extent possible, students identified with special needs are educated in the general academic program with appropriate supports. These supports may be provided through study skills classes and tutoring. For more seriously handicapped students, supports are provided through more intense services such as special courses, adjusted curriculum, or modified delivery approaches. Regardless, students in this category have as many opportunities to interact with general education students as appropriate.

Physical Education and Health: Every student is assigned to a Physical Education/Health class each year. The focus in Physical Education classes is on personal wellness achieved through participation in team sports and individual activities. A student's success in this program is measured by participation, effort, improvement, and new skill development. In health classes students learn about healthy life-style choices, human body systems, and first-aid techniques. Student competency is assessed through written work, individual and group projects, and tests.

Technology: Technology classes are available to all students because economic survival in the 21st century requires that students know and understand both basic and technical concepts of business as well as possess the ability to apply these concepts in a variety of settings. Spreadsheets, Word documents, PowerPoint projects, and databases are all practiced in this class. Student achievement is measured by the ability of the student to take raw information and assimilate it into a professional looking document.

Visual Art: All students have the opportunity to take a visual art class. Topics covered in art include elements and principles of design, color theory, and linear perspective. Students describe, analyze, and interpret works of art and apply this knowledge to their own work. Students are involved in performance tasks and creative thinking. Students make informed judgments and theorize on different philosophies such as emotionalism, intuitionism, or formalism.

2. English Curriculum at Speedway Junior High School: Language arts courses are aligned with and developed around the Indiana State Standards. They are designed to improve a students' reading comprehension, develop writing techniques, and reinforce grammar and vocabulary. Students are either placed in a regular education English class or in a special education English class. A case conference committee determines Special Education offerings and an Individualized Education Plan drives the instruction. Eighth grade language arts classes meet each day for 53 minutes. Seventh grade language arts classes are double-blocked which allows each seventh grade student to receive 106 minutes of language arts instruction each day.

The focus on reading comprehension includes the utilization of Accelerated Reader, Academy of Reading, literature circles, and a balance of group and partnered reading discussions. In addition to using the class literature book, class sets of novels are available for students. There is a multitude of choices within each student's reading level. Other sources of reading materials used in the classroom are the newspaper, magazines, and other supplemental materials. The focus on writing includes three administered writing prompts, the use of 6+1 Writing Traits, and peer editing and revision sessions. Students are guided through the entire writing process from brainstorming ideas to the actual written document ready for publishing. Vocabulary building is also a focus of the language curriculum. There is an added emphasis on recognizing context clues, which in turn increases higher level thinking skills. Our

double blocked seventh grade language arts classes, and overall small class sizes, allow for more personal emphasis on individualized instruction. Individual student growth is assessed by classroom exams, NWEA testing, ISTEP+ examinations, writing prompts scores, and STAR Reading tests.

All students are given a Reading and Language Use assessment within the first two weeks of the school year to determine their individual reading levels. Once received, this information is shared with teachers, parents, and students. During the enrollment process, any student entering Speedway Junior High School after the beginning of the school year is given these assessments to determine their reading level. Students that are determined to be struggling with reading are given a “Tutoring” class where they receive additional assistance in reading. Students in Tutoring classes are required to participate in the Academy of Reading software program on a regular basis. Tutoring classes are also designed to give students additional help with homework, classroom assignments, and organizational skill development.

3. Mathematics Curriculum at Speedway Junior High School: For the past ten years, Speedway Junior High School has achieved the highest percentage-passing rate on the mathematics portion of the ISTEP+ in Marion County, Indiana. This unprecedented success can be attributed to both our unique design in scheduling and a talented staff.

The most significant characteristic that sets the math curriculum at Speedway Junior High School apart from other school programs is the ability to complete three years of math within a two-year time frame due to the way that students are scheduled into classes. Instead of just increasing the time that students have with an individual teacher as is traditionally done with a block schedule, each student is enrolled in two different mathematics courses at different times of the day. This alternative schedule works because the mathematics department is in constant communication with each other regarding standards taught and the individual needs of students.

Each math class has been aligned with the Indiana Mathematics State Standards. A proficiency list, based on the state standards, is given to the students on the first day of class. This proficiency list helps the teachers to assist each student with mastering the state proficiencies. Students are expected to check off the proficiencies as they master them throughout the year. This practice tends to hold students accountable for what they are learning and motivates them to seek help when they are unable to check off proficiencies from their lists. Also, at the end of the year, the seventh grade teacher passes on each student’s proficiency sheet to the eighth grade teacher. This allows the next teacher the ability to analyze each student’s strengths and weaknesses, thus he/she can make appropriate curriculum decisions.

One of the most important curriculum decisions made for students is placement into appropriate classes based on individual needs and assessments. During their seventh grade year, all students take Math-7 for the entire year. At the conclusion of the first trimester, students enroll in a second mathematics class, Geometry and Measurement, which lasts for one trimester. During the last trimester of the year, students are placed in either Math Essential Skills or Pre-Algebra, based on student’s mastery of standards and data driven teacher recommendations.

At the end of their seventh grade year, students meet with their teachers and parents to determine placement for the upcoming school year. All students choose either a full year of Pre-Algebra, or, if proficient, a full year of Algebra I. In addition, every student starts the year with a second mathematics class, Math Essential Skills-8, which focuses on re-enforcing concepts learned during the seventh grade year.

4. Instructional Methods: At Speedway Junior High School, the staff uses a variety of instructional methods to effectively deliver a standards based curriculum. The faculty has been trained on the teaching

technique of differentiated instruction as a way to make learning both meaningful and accessible for all students. In all curricular areas, teachers use individualized learning plans to meet the needs of our ever-changing population. Our teachers and staff members are sensitive to the unique changes, both physical and emotional, that young adolescents experience during junior high school.

Teachers strive to meet the individual learning styles of their students. Inside a typical lesson a teacher may regularly utilize three or more methods of instructional delivery. These methods may include the use of visual aids, participation in small group discussion, using kinesthetic activities, or listening to a lecture. It is not unusual for students to participate in choice assessments or independent studies as a way to make learning meaningful. In addition, to make learning accessible for all students at Speedway Junior High School we have developed an entire new curricular area called English as a Second Language to accommodate our students that have come to us that do not speak or write English fluently.

English as a Second Language learners and students with special needs are not the only students to receive pullout services and individualized education plans. For example, students who are reading below grade level use a program called Academy of Reading that helps them with comprehension and word recognition. Also, in some math classes students are using different textbooks that are tailored to the grade level at which the student is performing. By utilizing these instructional methods, as well as many others not previously listed, we have been able to meet the individual learning styles of our students.

5. Professional Development: As a member of the North Central Association of Colleges and Schools (NCA), Speedway Junior High School undergoes an intensive self-evaluation every six years, and implements a comprehensive school improvement plan that focuses on best practices for enhancing student learning. As a result of the school improvement plans developed both for NCA and Indiana Public Law 221, we identified two areas of improvement for our school, reading comprehension and writing skills across the curriculum. Once we decided to improve in these areas, we began to research best practices for implementing these improvements. For the past two years, our professional development efforts have focused on improving instruction in the areas of reading and writing.

We use the teacher as trainer model frequently when doing professional development. Individuals and teams of teachers are sent to conferences and in-services opportunities in which they learn the most current trends and best practices. These teachers then bring back what they have learned and present their findings to the staff. In this way, we have developed local “experts” in school improvement. In just the past year, teachers have presented on hot-button topics such as motivating the unmotivated student, six plus one writing traits, how the ISTEP+ mathematics test is developed and graded, and differentiated instruction.

In addition, we have devoted some of our professional development time to helping us understand our rapidly changing population. For example, our school participated in a district wide study of Ruby Payne’s book, A Framework for Understanding Poverty. We used the book as a jumping off platform to better understand the environment and culture of our students through in-service discussions and scenarios. We also enlisted the help of the Indiana Department of Education’s liaisons for English as New Learners to better reach our immigrant population. As a result of these professional development activities, as well as many others, we have seen dramatic improvements in student achievement for our special populations.

PART VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS (ISTEP+)

NA = Not Available

GRADE 7 ISTEP+ RESULTS	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Language Arts					
Testing month	Sept.	Sept.	NA	NA	NA
SCHOOL SCORES					
% scoring Pass or Above	74%	88%	65%	NA	NA
% scoring Pass Plus	11%	15%	6%	NA	NA
Total number students tested	148	138	148	NA	NA
Percentage of students tested	100%	100%	100%	NA	NA
Number of students alternatively assessed	3	9	NA	NA	NA
Percentage of students alternatively assessed	3%	6%	NA	NA	NA
Subgroup Scores					
1. Ethnicity					
<i>White</i>					
% scoring Pass or Above	81%	95%	73%	NA	NA
% scoring Pass Plus	NA	16%	8%	NA	NA
Total number students tested	106	96	105	NA	NA
<i>Black (not of Hispanic Origin)</i>					
% scoring Pass or Above	50%	71%	39%	NA	NA
% scoring Pass Plus	NA	7%	3%	NA	NA
Total number students tested	24	28	31	NA	NA
2. Students with Disabilities					
Special Education with Accommodations					
% scoring Pass or Above	35%	60%	28%	NA	NA
% scoring Pass Plus	NA	10%	0%	NA	NA
Total number students tested	20	10	18	NA	NA
3. Socioeconomic Status					
<i>Paid Lunch</i>					
% scoring Pass or Above	84%	95%	75%	NA	NA
% scoring Pass Plus	NA	19%	7%	NA	NA
Total number students tested	88	96	88	NA	NA
Free/Reduced Lunch					
% scoring Pass or Above	58%	70%	51%	NA	NA
% scoring Pass	NA	5%	5%	NA	NA
Total number students tested	60	43	59	NA	NA
4. State Scores					
% scoring Pass or Above	68%	60%	NA	NA	NA
% scoring Pass Plus	8%	9%	NA	NA	NA

Explanation of Alternative Assessments:

Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test such as ISTEP+. These students are assessed using ISTAR (Indiana Standards Tool for Alternative Reporting).

STATE CRITERION-REFERENCED TESTS (ISTEP+)

GRADE 7 ISTEP+ RESULTS Mathematics	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	Sept.	Sept.	Sept.	NA	NA
SCHOOL SCORES					
% scoring Pass or Above	81%	81%	78%	NA	NA
% scoring Pass Plus	19%	16%	14%	NA	NA
Total number students tested	148	138	148	NA	NA
Percentage of students tested	100%	100%	100%	NA	NA
Number of students alternatively assessed	5	9	5	NA	NA
Percentage of students alternatively assessed	3%	5%	3%	NA	NA
Subgroup Scores					
1. Ethnicity					
<i>White</i>					
% scoring Pass or Above	87%	90%	87%	NA	NA
% scoring Pass Plus	NA	21%	18%	NA	NA
Total number students tested	106	96	105	NA	NA
<i>Black (not of Hispanic Origin)</i>					
% scoring Pass or Above	63%	54%	65%	NA	NA
% scoring Pass Plus	NA	0%	3%	NA	NA
Total number students tested	24	28	31	NA	NA
2. Students with Disabilities					
Special Education with Accommodations					
% scoring Pass or Above	65%	50%	28%	NA	NA
% scoring Pass Plus	NA	10%	0%	NA	NA
Total number students tested	20	10	18	NA	NA
3. Socioeconomic Status					
<i>Paid Lunch</i>					
% scoring Pass or Above	90%	91%	88%	NA	NA
% scoring Pass Plus	NA	22%	19%	NA	NA
Total number students tested	88	96	88	NA	NA
Free/Reduced Lunch					
% scoring Pass or Above	68%	58%	66%	NA	NA
% scoring Pass Plus	NA	2%	5%	NA	NA
Total number students tested	60	43	59	NA	NA
4. State Scores					
% scoring Pass or Above	76%	58%	NA	NA	NA
% scoring Pass Plus	17%	15%	NA	NA	NA

Explanation of Alternative Assessments:

Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test such as ISTEP+. These students are assessed using ISTAR (Indiana Standards Tool for Alternative Reporting).

STATE CRITERION-REFERENCED TESTS (ISTEP+)

GRADE 8 ISTEP+ RESULTS Language Arts	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
% scoring Pass or Above	83%	81%	66%	77%	79%
% scoring Pass Plus	8%	14%	10%	11%	NA
Total number students tested	133	133	119	118	113
Percentage of students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	6	5	2	0	0
Percentage of students alternatively assessed	4%	4%	2%	0	0
Subgroup Scores					
1. Ethnicity					
<i>White</i>					
% scoring Pass or Above	92%	88%	77%	87%	85%
% scoring Pass Plus	11%	17%	11%	12%	NA
Total number students tested	92	98	88	92	89
<i>Black (not of Hispanic Origin)</i>					
% scoring Pass or Above	52%	54%	40%	22%	41%
% scoring Pass Plus	4%	4%	5%	0%	NA
Total number students tested	27	26	20	18	17
2. Students with Disabilities					
Special Education with Accommodations					
% scoring Pass or Above	40%	47%	20%	30%	NA
% scoring Pass Plus	0%	6%	0%	0%	NA
Total number students tested	10	17	15	10	9
3. Socioeconomic Status					
<i>Paid Lunch</i>					
% scoring Pass or Above	91%	87%	74%	86%	83%
% scoring Pass Plus	10%	18%	11%	10%	NA
Total number students tested	96	84	85	86	90
Free/Reduced Lunch					
% scoring Pass or Above	62%	68%	47%	52%	61%
% scoring Pass Plus	3%	6%	9%	13%	NA
Total number students tested	37	50	34	31	23
4. State Scores					
% scoring Pass or Above	68%	67%	65%	64%	68%
% scoring Pass Plus	8%	8%	7%	7%	NA

Explanation of Alternative Assessments:

Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test such as ISTEP+. These students are assessed using ISTAR (Indiana Standards Tool for Alternative Reporting).

STATE CRITERION-REFERENCED TESTS (ISTEP+)

GRADE 8 ISTEP+ RESULTS Mathematics	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
% scoring Pass or Above	89%	85%	83%	85%	88%
% scoring Pass Plus	35%	33%	25%	19%	NA
Total number students tested	133	133	119	118	113
Percentage of students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	6	5	2	0	0
Percentage of students alternatively assessed	4%	4%	2%	0	0
Subgroup Scores					
1. Ethnicity					
<i>White</i>					
% scoring Pass or Above	97%	93%	92%	92%	93%
% scoring Pass	45%	43%	32%	25%	NA
Total number students tested	92	98	88	92	89
<i>Black (not of Hispanic Origin)</i>					
% scoring Pass or Above	63%	54%	50%	39%	59%
% scoring Pass Plus	11%	0%	0%	0%	NA
Total number students tested	27	26	20	18	17
2. Students with Disabilities					
Special Education with Accommodations					
% scoring Pass or Above	50%	29%	33%	50%	63%
% scoring Pass Plus	0%	0%	0%	0%	NA
Total number students tested	10	17	15	10	9
3. Socioeconomic Status					
<i>Paid Lunch</i>					
% scoring Pass or Above	97%	95%	89%	92%	92%
% scoring Pass Plus	45%	45%	31%	26%	NA
Total number students tested	96	84	85	86	90
Free/Reduced Lunch					
% scoring Pass or Above	70%	66%	68%	68%	70%
% scoring Pass Plus	8%	12%	12%	3%	NA
Total number students tested	37	50	34	31	23
4. State Scores					
% scoring Pass or Above	72%	71%	71%	66%	66%
% scoring Pass Plus	16%	16%	14%	11%	NA

Explanation of Alternative Assessments:

Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test such as ISTEP+. These students are assessed using ISTAR (Indiana Standards Tool for Alternative Reporting).